

Hovey (B. L.) *Wey (W. C.)*
of the Father
Surgeon General
Office
ADDRESSES

DELIVERED JUNE 13, 1878,

—BY—

B. L. HOVEY, M. D.,

Of Rochester, N. Y.

BEFORE THE ALUMNI

—AND—

WM. C. WEY, M. D.,

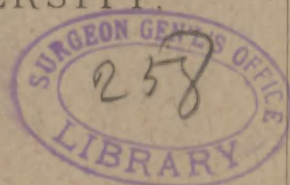
Of Elmira, N. Y.

BEFORE THE GRADUATING CLASS,

OF THE COLLEGE OF MEDICINE,

OF THE

SYRACUSE UNIVERSITY.



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AN ADDRESS

DELIVERED BEFORE THE ALUMNI ASSOCIATION OF THE COL-
LEGE OF MEDICINE, OF SYRACUSE UNIVERSITY,

JUNE 13TH, 1878, BY

B.  HOVEY, M. D.

Of Rochester, N. Y.

PUBLISHED BY ORDER OF THE ASSOCIATION.

Mr. President and Gentlemen of the Alumni:—

The pleasure I have anticipated in meeting, on this annual re-union, so many of my former associates and fellow students of the old Geneva Medical College, and our new brothers of the Alma Mater of the Syracuse University, and others who are looking with happy anticipation to an honorable distinction of the University among the literary institutions of the land, has been somewhat diminished by an incautious undertaking of that which is altogether foreign to my custom or tastes. Although the invitation to address you at this time came from such a source, a refusal to make an effort would seem unkind; yet it can not be improper for me to say how sincerely I wish for your sake, not less than my own, that this particular work had fallen to other and worthier hands.

Embarrassment comes to me not only in appearing before you, but in the selection of a subject most appropriate for the occasion.

presented by the authors -

I have chosen to present a very brief comparison between the requirements of the medical student at this day, and what they were in the early history of medicine in this country, and finally to draw some conclusions of the requirements of the profession to the public.

The first medical college of America was established in the year 1765, and denominated the University of Pennsylvania which name it bears to-day. The founders of this institution were Drs. John Morgan and Wm. Shippen, jr. These men were educated at Edinburgh, and very naturally they brought the system of teaching and the requirements of pupils of their Alma Mater to the new institution. It was their purpose to make this Medical College equal to any in Europe. The student was examined in his preparatory course by the trustees and faculty before he entered upon medical studies. It was required of all applicants to a medical course of study, who had not taken the degree of A. M., to pass a satisfactory examination in Latin and the Natural Sciences. The time of study required in this institution was four years, before an examination for a license to practice medicine, and if the examination was satisfactory he was entitled to be passed as a licentiate. After three years further study and practice, the licentiate was entitled to a second examination, and, if found competent, he was entitled to the degree of Doctor of Medicine.

Thus it will be seen that four years' pupilage, and three years' practice (after the academic course was completed,) was required before he had the honor of being a graduate of medicine from this, the oldest and most honored institution in the country.

I have chosen this institution to show what the legal and University requirements were at this early history of medical science in our country, and also for the high character it has maintained through a period of more than a hundred years. Graduates from the University of Pennsylvania have no doubt received, or at least had, a superior standing in the profession on account of the high character it has sustained in this country and abroad.

Since the University was established, one hundred and six medical schools have been chartered in America—sixty-five regular, eleven Homœopathy, four Eclectic, fourteen Pharmaceutical, and twelve Dental.

From these several schools of medicine it is safe to estimate that *three thousand* doctors are made annually. This large product added to the profession is made a means to support the colleges and

to pay professorships. Support must come from some source, and as it is from tuition charged the pupil, the inference is fair to suppose that preliminary examinations are not made a requisite to the study of medicine as strictly as they were one hundred years ago.

It is also safe to say that examinations for a degree, and the number conferred, are made a source of revenue to the institution and a gain to the examiners.

Besides, there are places in our country where *only money* is required to procure a degree. No qualification whatever is made or required. Men from these spurious concerns strut with their M. D., and compete with the most learned in the profession.

Still we have another source of making doctors, which is estimated to equal in number those graduated in chartered schools. I mean those who claim to be *natural doctors*, who despise learning or knowledge in medicine. These wear the title of doctor, and have better legal protection in this state than the most learned professor.

From these two last classes we find the specialist, such as the oculist, the aurist, the throat doctor, the heart and lung doctor, the nerve doctor, the doctor for the blood, the skin doctor, doctors for crooked legs and natural bone setters, hair and corn doctors, the tape worm doctor (this last is a new departure,) the mesmeric doctor, the clairvoyant doctor, the spirit doctor, the thumping doctor, the laying on of hands doctor, the cancer doctor, the female doctors to distinguish themselves from doctors who attend the men, these are called women doctors. This does not, by any means, exhaust the list of specialists who are to-day legally recognized in medicine and surgery. To this class we add the unscrupulous and unprincipled adventurer from abroad, the disreputable quack, the men who have failed to pass examination in our country and in foreign countries, who seek a field in America, where without restriction they may assume the title of "doctor" and practice on an equality with the best and most honored men in the profession. Is it any wonder that these flagrant abuses exist, when there is no united and determined effort on the part of all true medical men to stamp them out, and elevate our own standard so that it shall no longer serve as a cloak for ignorance and incompetency. Is it any wonder that the public recognizes systems and schools in medicine, and that public faith wanes and grows dim, that imposture and quackery of all kinds flourish like rank weeds, and that nostrums and patent

medicines possess a share of public confidence far larger than ever before? The profession owes a duty to itself and the community to rebuke this public wrong, and to correct what every true man knows it to be.

If I should be asked my opinion as to the benefit specialists were to the profession, I could hardly give a positive answer; I mean specialties as practiced by educated men. I will say, good may come, and much harm does come from professional specialists, who have received a degree of doctor of medicine.

When you and I graduated as physicians and surgeons, we were by our credentials entitled to the whole field. In the early part of my professional life there were no specialists recognized by the regular practitioner. Since then, men have come forward claiming special knowledge in the several branches of the profession, and to-day, if the doctor of medicine and surgery should yield to these several classes of doctors, he would have nothing left, "for they take in the whole man, from head to feet," every organ and tissue is staked by them.

The London *Lancet* gives to Dr. Robert Barnes the credit of the following: "I have recently been honored by a visit from a lady of typical, modern intelligence, who consulted me about a fibroid tumor of the uterus; and lest I should stray beyond my business, she was careful to tell me that Dr. Brown-Sequard had charge of her nervous system; that Dr. Williams attended her lungs; that her abdominal organs were entrusted to Sir William Gull; that Mr. Spencer Wells looked after her rectum, and that Dr. Walshe had her heart. He adds that if some adventurous doctor should start a new specialty and open an institution for the treatment of diseases of the umbilicus—the only region which is unappropriated—I think I can promise him more than one patient."

This anecdote illustrates the assertion above made that the whole system is taken by specialists. I do not wish to convey the thought that they have not advanced the science of medicine in any degree. But, before they are entitled to recognition in the profession or to the confidence of the community, they should be honorable physicians, who have gained their degree by study and a fair examination. They should be well educated in general medicine and surgery and in all their departments, and besides they ought to know it practically.

With this qualification for general practice they are in a position to choose a specialty. In no other way can they become fit specialists; not otherwise can they comprehend the dependencies and sympathies of the human organism. "No part or organ can be isolated from the rest of the body in health, nor can it be isolated in the phenomena of disease."

The uterine physician can not shut his eyes to the complex sympathies of the generative apparatus with all the rest of the female economy. The oculist must understand general pathology and therapeutics, because the brain, the circulation, the digestive functions, the kidneys, the uterine system, are all to be interrogated if he would comprehend the diseases which the eye presents, nor may he forget the poisons, both animal and vegetable, which vice or indulgence or accident may inflict upon the body.

When the specialist takes this ground, and has mastered all the preliminary studies which every physician assumes, and when he enters upon his professional career, then will he be in a position to hold professional intercourse and add professional interest, on assuming the investigation of special diseases and their treatment. In no other way can they add to science or advance professional knowledge.

The tendency in the pursuit of a medical education is like everything else in America, to cut short, to get through, to be at some remunerative labor, no matter what obstacle is in the way, it must be removed to secure this end—wealth.

If there are statutory enactments requiring time, age, attainments, character or any other safe-guard, repeal them. They say "let there be no restraint over men from entering the medical profession." Let it be as free as that of trade, of manufacture, of merchandise. We stand just here to-day. The doors are wide open to admit all without "let or hindrance."

Up to the year 1827 there were the following safe-guards to the practice of medicine:

First—Four years' study was required before a diploma could be granted.

Second—No person could practice without a license, and no license could be granted except to doctors having diplomas.

Third—Persons were forbidden to practice under twenty-one years of age.

Fourth—Persons not authorized to practice were not capable of recovering for services, and were subject to punishment by fine or imprisonment, or both.

In 1828 the provisions forbidding anyone to practice under twenty-one years was repealed.

In 1830 the penalty for practicing without license was modified to a fine of twenty-five dollars.

In 1835 the time of study was reduced to three years—saying nothing of a preparatory course.

In 1844, all laws restricting the practice of medicine were repealed, and all penalties, except for malpractice or gross ignorance, or immoral conduct in such practice. The graduated physician and non-medical man were placed on the same footing as to suits at law, except the latter were protected limiting their fine to \$1,000, and imprisonment to not more than twelve months. Here was legislation in favor of the ignorant, giving them protection to a limited extent, while the scholar in medicine was left to the mercies of a prejudiced jury or the tyrannical judgment of a court.

You will hardly fail to observe the retrograde requirements, which have been legalized in this state, at least within the last hundred years, as to qualifications of persons entering upon the practice of medicine. It will be said the facilities for instruction now far exceed what they did at that time, and will more than make up for the shortened course. It is true that the facilities are greater than then, but it is also true that there is more teaching to be done with the advancement of our science. Instead of shortening the course of study it should be extended.

The improvements in our science and art, within one hundred years, are almost beyond our comprehension. Then the crudest speculations filled the place of our enlightened pathology. To-day we have means of diagnosis and other advances of equal importance, the authors of which were then unborn. The knowledge of the use of the stethoscope and percussion to diagnose accurately diseases of the lungs and heart, and, too, with that precision that dissections confirm the disease to be within the line named.

This is only an illustration to show that medical science has made rapid and long strides in scientific improvement. The idea that a profession, embracing so much as medicine does, can be learned in three years is inconsistent with man's ability to comprehend. This time will only give the learner an opportunity to study the funda-

mental branches, the beginning of the science, with none of the art. To illustrate again, the use of the stethoscope can never be learned except by clinical observation and experience. This is true of other means practiced in our art which the student must learn by personal application under the direction of a competent instructor and clinical opportunity.

The social and political standard of the profession, generally, does not hold that high distinction in society that it did in its early history in this country. It is true there are men in the profession who are, by their talent, wealth, family or situation, held in the foremost rank. But these are exceptions. The great mass of professional men are counted by society and political leaders as appendages, to be used only as circumstances require. Their talent and learning is too often placed at a lower value than that of the common day laborer. As an illustration in the city of Rochester: The Health Officer, a graduate of medicine, receives \$41.66 per month for the duties of that office; a sanitary inspector \$40, and an overseer of these six or seven inspectors \$75 per month. The best medical talent in the county or state, as members of the Board of Health, is disregarded, and non-professional talent is held by that body as superior to that of experience and learning.

Financial embarrassment is another hindrance to professional success in this country in our day. Quacks become suddenly rich out of their business, while an educated physician will work a lifetime, and die leaving his family in destitute circumstances. Communities count a financial success as merited to those who acquire a competency, no matter how obtained. And too often this is made an evidence by the public of professional skill and ability. The success of an adventurer depends very much upon equipage, show and egotism. These men laud their own skill by high-sounding words, flaming handbills, and, very often, forged or deceptive letters from their unsuspecting and ignorant dupes.

It will be conceded that our profession is financially poor. If general poverty, there must be a cause for it. That cause must arise either from the fact that the supply is greater than the demand, or that the fees charged are too small, or that our profession is too generous in giving its services beyond its income to support. The adventurer demands a large fee, and in advance. The poor and destitute he cannot see. Of the causes named why the profession do not become rich, all are substantially true. But

when we consider that there are over 62,000 practitioners of medicine in the United States, we are forced to say that the supply is greater in ratio to the population than in any other country in the world.

Dr. Toner, of Washington, says there is one doctor to every 600 inhabitants in this country. The estimated annual increase of the population of this country is about 1,000,000, while there is an annual increase of doctors of 3,000, reducing the ratio to the population very materially every year.

Germany.....	1	physician to 3,000 inhabitants.
Great Britain ..	1	“ 1,672 “
France ..	1	“ 1,814 “
Italy.....	1	“ 3,500 “

From a careful examination of tables on this subject I find that the above is a fair comparative statement of ratio of physicians between this and other countries.

In order that a physician shall be able to earn his living from the practice of his profession, it is evident that there should be an adequate number of persons who employ him.

There are great general laws underlying our social organization. Marriages, births, deaths, suicides and murders are found to stand in certain proportions to population, and so will it be found, taking one year with another, that each individual needs a certain definite amount of medical service. Of course it will vary in locations, climate and occupations, so as to make more in some parts of the country than in others.

The same author above quoted says: Taking all things into account, one thoroughly educated physician can well minister efficiently to and in turn be fairly supported by a population of 1,500 to 2,500.

Let us divide this number and say 2,000 persons to one physician. By this we have in the country 42,383 doctors more than is required for the people, and the same number who cannot be fairly supported, calling the population 44,000,000.

The overcrowding of the profession does not only produce poverty, but it makes professional men, unprofessional and naturally honest men criminals. Food and clothing are necessities which are indispensable. If they can not be obtained by honest competition, tricks, intrigue and cutting down the fee bill will be resorted to, and from this will follow deeds of darkness which will never be revealed until the final day of accounts.

In 1765, the population of the Colonies was 2,500,000 and one medical school. Now we have a medical school to a population of less than 100,000. In the State of New York, with a population of 5,113,000, we have thirteen medical schools, or one to a population of 393,000. I ask, is it any wonder that doctors are made at wholesale, since, as a rule, these colleges are sustained by the fees charged the students? It therefore becomes a necessity to the trustees and faculties of these colleges to urge every young man into the profession possible.

This State returns 6,810 doctors annually, or one doctor to 642 persons, based upon the census returns of 1870, showing an excess to the wants of the people, or an excess to get a fair support, based upon the estimates above given, of nearly 4,800. From these facts, is it a wonder that poverty should be so prominent an element in the profession?

How the profession is to be relieved from these difficulties has been seriously considered, for a long time, by our leading men. Our journals have been outspoken, and urged reform. Faculties of colleges have united in recommending plans to place the standard of medical education on a footing equal to what the public require of the profession. Conventions and medical associations have, by committees and resolutions, presented the subject of reform, and urged a higher standard in learning and intelligence, not only in medical literature, but in the sciences. So the question is not new. The necessity is acknowledged, as would appear from these doings.

The only question remaining is—What is required, and how shall the work be accomplished? It is conceded by all that a proper preliminary education for the student is essential before he enters upon the study of medicine. In what, or what branches of science shall be required for the preliminary course, is a question, on which, perhaps, there will be a difference of opinion. Some will maintain that a classical course shall be completed, while others will require that the natural sciences constitute what is most desirable. Perhaps a third class will say both are requisite. To this last all will join, and admit that it would be more satisfactory if the student was thoroughly educated in both the classics and sciences.

The Greek and Latin languages are desirable, and really a necessity, since these are used by the anatomist, nomenclaturist, the teacher and author, the practitioner in his prescriptions, and are so generally adopted by the profession in the ordinary description of

disease and its pathology and treatment, that the practitioner is often in doubt as to the real meaning of terms who is not conversant with the languages. The study of the languages as a means to discipline the mind is certainly of incalculable value. The importance of a knowledge of the Greek and Latin presents itself with so much force that argument is unnecessary.

But, conceding the great benefit to the individual the languages may be, if but one can be acquired, would not the profession be more honored, and the standard of medicine be more elevated, by requiring the student to be master of the sciences before he enters upon the study of medicine.

In these are based the immutable laws of nature, and are estimated by a high scientific standard. On these the profession of medicine is based, and a true understanding of them has planted the science of medicine far above that of other professions, which are bound by authority, precedent or tradition.

These carry no weight with the physician except in so far as they accord with the principles which science has proven and established as reliable guides. With us, as a profession, we hold to none of those old, blind ideas and methods which have hindered progress in other callings. With us, the old is valued only as it squares with the new; the past is estimated solely by the standard of the present.

The natural sciences, to the divinity student, are not made a qualifying branch to his professional studies. His education is based upon authority, precedent and tradition, and has an ultimate reference to the fitting of man for another world.

Here we see the importance of a classical education, for it is the key that unlocks the source of his study and calling. Up to a very recent date the sciences to the divine were regarded as unessential in his work or culture. To the clerical profession the idea had its origin, that science and religion were incompatible, and for a long time, scientific investigations, as to cause and effect, were restricted, because the study of the secrets of nature were supposed to lead to materialism. But recent investigations by scientific men in the medical profession, have in a measure removed this heresy, and have shown that there is a first great cause and principle underlying all created things, and that these principles have their existence in God.

Prof. Youmans says "Science is the revelation to reason of the policy by which God administers the affairs of the world, and that

every discovery which science has made only furnishes additional proofs of the constant and overpowering control of a Supreme Being."

As a profession, "law" does not require a knowledge of the sciences, and in the language of a distinguished lawyer of this state, "the profession of law contributes but little or nothing to the stock of human knowledge."

When we reflect for a moment, and see what the duties of a lawyer are, it culminates in this: that he is engaged in the study of human laws, made and unmade by legislation. No part of his legal learning requires him to study the sciences, for they are out of his profession. He has given himself to a study which as often deals with artificial principles, dogmas and uncertainties, as with great abiding truths. He is tied up to written authority, made and unmade by man. No creative powers with him beyond the books. Rulings of tribunals control his action, and this stifles his investigation, except so far as to find *what is written*. Testimony (a dangerous element), is the material from which he must sift the truth, while *experiment* is the absolute and unmistakable test of truth in science. In his professional life he does not aim at scientific questions, professionally, but very shrewdly relies upon the expert in science, to adjust disputed questions or to determine controversies.

If my statement is correct as to the scientific qualifications of the professions of theology and law, the intelligent man will ask why these men so often endorse the quick doctor and his advertisement. The answer is plain and simple. It is because of the truth we have said, they are ignorant of the first principles of a scientific medical education, and consequently their endorsement is no more entitled to confidence than any other person of equal capacity to judge.

This class of persons forget that medical education is founded upon "science," which means, according to Herbert Spencer, "organized knowledge."

From this then we are to understand that true knowledge constitutes the basis of a preliminary course of study for the physician. His studies are purely scientific, and they comprise the whole range of natural and physical sciences. An author has said that "medicine, in its original and comprehensive sense, as one of the great divisions of human culture, must be considered as taking in the whole of individual physical sciences." It is the application of these sciences in biology which has given the physician that truer insight into the

nature of the living body with which he has to deal. True, the aim of the study of the physician is to restore the sick to health, when broken or disturbed by disease, and to prevent disease. To do this understandingly, a scientific education is required. A knowledge of the being to be disciplined nurtured, must form the basis of all medical knowledge. This can only be acquired by a study of the laws governing the evolution and action of both body and mind. To this study the physician is made conversant with, from his earliest professional readings, for it embraces psychology and physiology.

Having determined the organism of man and his varied powers and activities, and the modes, mechanism and laws of his action, it becomes the duty of the physician to judge the requirements and interests of this wonderful and complex being. This opens a study of wide range and of deep consideration. Its application is not confined to an individual, but to communities, nations and to the world. There is scarcely a problem in sociology, which does not bear upon this question, and which does not come within the scope of medical education. The comfort and help of communities, the influence of occupations on life, the deterioration of the race, from residences in large cities and unhealthy districts, from transmitted diseases, from insufficient or impropriety of food, from any cause whatsoever, affecting the capacity of a population for labor which alone is productive; the prevention of disease, endemic and epidemic, and the consequent saving of life, by the right application of the established principles of sanitary science; the proper equilibrium between work, both mental and physical, and repose; the care and training of the feeble-minded and insane; the management of criminals; the recognition of the influence of habit, in development of mind and body; the restraint or correction of social evils; the explanation of gross superstitions; the generally recognized but illy defined influences of hereditary descent in producing certain aptitudes for good or for evil, and the means of correcting or restraining these tendencies when illy directed. These constitute but a part of the many important problems that come before the physician to answer. He alone is the one whose training fits him for this work, and he alone is competent to advise and guide the people in matters pertaining to such subjects.

In view of all these facts, do not the public require or even demand a higher standard in a preliminary scientific course, before a student of medicine enters upon his professional reading?

Besides the training for a professional education, the physician has a demand upon him as a general educator. Up to within a short time, the medical profession had but an indirect influence in education, though foremost in establishing institutions of learning. Teaching was committed to another profession. The sciences, as was known, were confided to the clergy. The fear of scattering skepticism, the cultivature of physical and natural sciences, were strenuously opposed by them. This branch of learning was looked upon by them with distrust, and the claims it had upon mankind were measured by their own conception of truth. From this standpoint, the basis of all natural truth was covered with doubt, and the principles of natural laws were left smouldering for want of educators to bring them out. But we are living in a different age, and it is a matter of great moment that the physician should at least have the basis of training, which, when carried out, will fit men to grapple with these responsibilities. It is claimed "that medicine," to use the words of another, "as the science embodying and as the art applying the laws of our existence has a sort of a natural right to lead the way in the advancement of education." This admitted, it requires no argument to show that the profession, having for its basis natural and physical science, should hold a prominent place among educators. Perhaps the time was when justifiable excuses could be rendered that culture in the medical student was to be overlooked, but at this day no man can enter the profession and sustain its high character who is deficient in these branches of learning that are so intimately associated with his being and the laws which govern his health, his capabilities and the elements which surround him.

A degree of medicine is presumptive evidence that the person is competent, and a competent educator. I do not mean that physicians should become professional teachers, or that professional teachers should have a technical medical education. This is too narrow a field for the physician to occupy.

By this rule only a class would have the benefit of his teachings and it would be limited. A limited law or its application to a physician is inconsistent with his life or education. His duties carry him to all classes and conditions of men, and his education is as comprehensive as the works of creation, therefore his functions as an educator should be used in their broadest sense.

In view of these important considerations the question naturally suggests itself, how is the medical profession to be made competent

to meet these requirements? A complete and specific answer to this question would require greater space and more time than an occasion like this would permit, and no more than a brief allusion to some of the means and ways will be attempted.

As before said, many leading men in the profession have for a long time been convinced that reform in the standard of education in the medical profession should be required, both as to preliminary course and professional learning.

They say, "Qualifications must accord or be made equal to the requirements and responsibilities of the profession to the public." Two ways have been suggested, and if properly applied they must work the reform demanded.

First, by demanding a high scientific education before admitting the student to the study of medicine proper, and, second, by lengthening the time of that study and taking up the separate branches in their natural and progressive order.

These rules, coming from the source they do, make it obligatory upon us to adopt and practice them.

The first one says substantially to every physician, not to receive a pupil of medicine into his office, until he has passed a scientific course of studies, this course to be determined by an examination or other evidences satisfactory to place the requirement beyond a doubt. This rule will not be too severe if the responsibility which has been imperfectly presented, rests upon the graduate of medicine as herein stated. Here is the beginning, and the door is effectually shut to uneducated men entering a denominated scientific profession.

There is no arbitrary hardness in this rule, even in America, for the calling of the physician leads him to the most delicate, most tender, and most intricate duties that man can enter upon. It is unlike that of any other calling or business. These have to do with things which, if mistakes come, a hearing or review, or another occasion will rectify and restore. With the physician, the present is the time, and if a mistake comes it is irreparable.

A due appreciation of the subject will induce the profession to act as a unit in this, and bring reform in that particular. A united action, like that of any other duty, will secure the end.

The second proposition named may secure what is desired, to-wit: a higher literary standard in medical science. The purpose is to require more time, that more learning may be obtained. If all men were equally competent to learn, this rule would apply to all

alike and secure the standard required. But it is a matter of common observation, that of two, who are equally assiduous, one can acquire knowledge and skill much more rapidly than the other, and that of two, who have equal capacity and equal facility of acquirements, the one may be much more assiduous than the other. To subject all capacities and all degrees of assiduity to the same unbending rule of time is unjust, for it breaks down all the natural distinctions between lassitude and energy, indolence and industry, talent and imbecility. So the matter of time, which the legislature fixed as a standard for a man to prepare for a degree of medicine amounts to but little, if the standard of education is to be made the end for which the student is striving.

So you will observe that time should have nothing to do as a requirement in the completion of a scientific course of medicine. Some men will learn as much in one year, as others will in two or more years. It is the standard, the knowledge and skill that is to be attained, not the time a man has spent in office or college that qualifies him for a degree of doctor of medicine. The second part of this last proposition we most heartily endorse, that the separate branches be studied in their natural and progressive order. This proposition is so plain, that argument is unnecessary to convince you of its importance. I am happy to say that our Alma Mater, the Syracuse University, has adopted this rule, and by doing so, it has placed itself on the high eminence of professional teaching with those old and honored institutions, the University of Pennsylvania, Harvard College, Chicago Medical College, and the University of Michigan.

With the high standard of teaching adopted here it will place the graduates of medicine of Syracuse University on an equal footing with those of old and honored institutions, and be to the graduate a guarantee of thorough, practical medical education. An education obtained by such a course will give to the beginner in his new occupation a character and standard of professional attainments commending itself to the confidence of the public.

From what has been said, you will infer that there are more colleges and teachers than are required, and that this has a tendency to lower the grade of medical learning. The difficulty is not in this. We make no criticism upon the number of colleges or the number of teachers. We say let all teach who desire, have as many colleges as you please, call them by what name you like, divide

them into schools or as many systems as you wish, support them by tuition fees, by state appropriation or endowment, or you may even go further than this. Let your young men be educated at home or abroad, under private tuition or at chartered schools, no matter where the education is acquired, the standard is to be made the test for a medical degree.

To determine the qualification of an applicant for the title of Doctor of Medicine, with the requirements herein named, is a question of great importance. To break over the custom of long standing and substitute new authority, disconnected from colleges, would be so great a departure that opposition from licensing boards, and, perhaps, the public would resist so great a change. But to me it seems that this is the only true way to elevate our profession and to place it on a true basis, giving to each individual an equal standing and equal honor.

I would have a central or state board duly constituted, whose duty it shall be to pass upon all candidates for the degree of Doctor of Medicines, this board to have the only authority to examine, and upon the recommendation of these examiners the applicant for a degree shall be entitled to a diploma, to which shall be fixed the seal of the state. A record of this shall be made in the state and in the county where the holder proposes to practice.

This or a similar plan will remove the classification that the public and quacks put upon the profession of medicine. This puts all upon an equality, in the mode and form of an examination, and those graduated have equal honor, coming from the same authority.

There are many reasons which might be urged, that teachers should not license their own pupils. An association between preceptor and pupil becomes so endearing that justice cannot well be done. There is sympathy, kindness, desire, generosity and many other emotional feelings which will unavoidably influence the action and judgment of any man. For these and similar reasons the pupil should be examined as to competency in so important a subject as medicine by an entirely disinterested board.

This plan effectually does away with examining boards. These boards pass upon their own pupils, and graduate them into some *school of medicine*, and call them Doctors of Medicine. This actually keeps up a distinction, or a diversion, which injures the profession and leads the public into error. A correction in this will work reform, and place our profession on a basis which, when

carried out, will unite it in a common science, and give to its members the appellation they have earned, without the qualifying adjective which so many are pleased to use.

The *Medical Mirror*, of London, in a recent number, says: "The profession of medicine in the United States is suffering most acutely from a perfect deluge of licensing medical bodies, which are manufacturing to the utmost of their bent, full-blown medical men." We quote further: "In America the competition between licensing bodies is on a gigantic scale. When two or three doctors happen to be gathered together, it is perfectly competent for them, not merely to found a teaching institution, but it is permitted to them to grant licenses for practice, as the various state laws permit the freest exercise of any and every medical doctrine, whether eclectic, hydropathic or homœopathic." Such is the saying of a leading London journal, and who can gainsay it? In the several schools of medicine of this country, with but few exceptions, the greatest number of graduates is made an advertising fact of the popularity of the school. Circulars announcing this among other things, are thrown broadcast, inviting students to matriculate at their institution. This, in part at least, is made a necessity, for most of the medical colleges in this country are supported by tuition fees. It is therefore plain to see that it is an object for each college to have a large class, and it is an object for the same reason to graduate all or nearly all applicants for a degree.

To complete a system of reform such as is advocated in this paper, we need a statutory law, plain and distinct in its requirements and severe in its penalties. The law should require all practitioners of medicine to have a diploma from this Board of Examiners, and that no person should advertise or use the sign "doctor" on his residence or place of business, unless he is legally entitled to practice his profession after a proper examination, and has received his credentials attested by the seal of the state.

All persons violating this enactment should be guilty of a misdemeanor, and punished by fine and imprisonment, not at the discretion of the court, but fixed by statute, and made so severe that tramps and adventurers will absolutely refrain from their unlawful business.

Objections will be raised to this, on the ground that it is impolitic to have a law to regulate the practice of medicine. More than thirty years ago it was urged by the Monroe County Medical

Society (or by some of its most honored members) to have these laws repealed, and, through this influence, Hon. Dr. Backus, Senator from that district, and a member of the Monroe County Medical Society, did introduce a law in the Legislature in the session of 1844, for repeal, etc. This was passed by that Legislature. From that time there has been no general law governing the practice of medicine in this State. I shall not question the policy of this action at that time.

For then the Thompsonians were in full vigor. A sect known as Reformers, (but subsequently, at Cincinnati, called themselves Eclectics,) were in their glory, and the Homœopaths had just been born. Under these circumstances the cry of legal protection to the profession was no doubt used by the quack and his followers as a gain to his cause.

But that day has passed. Nothing is left of these "isms," "pathys," "schools" and "systems" but their name. The last act of abandonment by these fellows was done by the State Homœopathic Society, at Albany, last winter, when they substantially passed a resolution to use therapeutics without disguise.

The quacks of our day are nobody, or nothing, or everything, as before named; no organization, no end, no creed. They run "helter-skelter" from "pillar to post," from "town to city," gull the people of their money, stay a short time, away they go to a new field, to repeat just what they did here. I ask you, gentlemen, is it wrong or bad policy to legislate against such pretenders to medical science? But that is not my proposition. All I ask of our law-makers is to give us a law making it a misdemeanor for a man to practice medicine and surgery or any of its branches without the evidence of qualification such as we have named. Let the question rest right here. Disturb no man in his theapeutics, or in the use of hot or cold water. If he is qualified to practice medicine under our rule, he is authority himself to use such means for restoring the sick and disabled as he pleases, for, as before said, we are not a profession tied up to authority, precedent or tradition.

I confidently look forward to the day, and that not far distant, when a higher standard in professional requirements will be enforced, and when that becomes universal, it will wipe out all systems, schools and divisions in the profession of medicine.

Thus, with proper laws to protect the people against the snares and devices of the unscrupulous pretender, and to place a safe-guard

around those who love science and culture, and who aim for a high literary and medical standard, we shall have a profession sound in learning, united in action, based upon principle, and firm as the unchanging law of nature.

AN ADDRESS

DELIVERED BEFORE THE GRADUATING CLASS OF THE COL-
LEGE OF MEDICINE, OF SYRACUSE UNIVERSITY,
AT COMMENCEMENT, JUNE 13, 1878,

—BY—

WILLIAM C. WEY, M. D.

Of Elmira, N. Y.

PUBLISHED BY ORDER OF THE ASSOCIATION.

Members of the Graduating Class:—

The pleasing duty has been assigned to me of addressing you on the occasion of your being admitted to the dignity of the doctorate in medicine. The many and weary months and years of toil and anticipation through which you have passed, now culminate in the reception of an honor which signifies to the people to whom you propose to offer your services, that you are indeed qualified to assume the responsibilities of the medical profession. Great hopes expand before you, and the attractions of the future are bright and cheering, without the interposition of a cloud to cast shadow upon the prospect. The full realization and significance of the position you now occupy in the world, through the power and agency of a lawful and necessary bestowal of authority on the part of the officers of this

institution, you can only in part understand. The problem you have undertaken to demonstrate in this first or formative act of your lives as physicians, will only be solved literally and radically through the gradual operations of time and experience. The enthusiasm of student-life must merge into the positive and sharply defined demands of actual practice. The theories adopted in the class room will be quickly brought to the severe test of bedside scrutiny, and your adaptation to the delicate and trying requirements of the every-day practitioner will be determined by the evidences you present of zeal, industry, skill and knowledge, and by the instincts you exhibit, without seeming to be conscious of the exhibition of a deep and abiding humanity.

The fact is apparent that certain medical men sooner or later acquire conviction that they are not fitted to discharge the peculiar duties which devolve upon them, and abandon the profession for more congenial pursuits. It is also evident that others remain in the ranks of practicing physicians, who by reason of peculiarities of disposition, or because of idiosyncrasy, should engage in avocations of a different character. With another class there is a natural propriety in assuming the prerogatives which belong to the physician, which singularly befit them, as if taste, temper and inclination had been trained for the especial exercise of the art which is to be the life business of those who minister to the necessities of such as fall under the power of disease. I assume that you have made choice of your calling on the principal of natural selection, which will fit you to grace and adorn the profession. And I speak with more than usual earnestness, when I consider the advantages which you have enjoyed, in the acquisition of knowledge in medicine, as an immediate result of the plan of University instruction, which in the wisdom of the faculty and trustees of this college, has been carried into successful operation.

The second school in the United States to abandon the effete system of medical teaching, which, since colonial times, has been engrained on our institutions and perpetuated with all the force and all the error common to experimental rather than philosophical training, the University of Syracuse, though recently assuming the province of education in this department, is far in advance to-day of nearly all the medical colleges in the land, in its plan and scope of instruction. Harvard, let it be said with pride and satisfaction, led the way in this much-needed reform. An old school, with new

life, convinced of the faulty and unsatisfactory methods of instruction so long in operation, by a process revolutionary in idea, but peaceful and practicable in accomplishment, provided a more gradual, systematic and feasible course of study for her medical pupils. This shortened the period of training in the class-room, simplified the order of study, and illustrated in natural and consecutive manner the branches brought to the attention of the student. By the gradual unfolding of the scheme of medicine, which covers three years of study, recitation and examination, the graduate gained a well-arranged and comprehensive acquaintance with the fundamental, more advanced and established principles which underlie and sustain the fabric of modern medical science, as taught in the schools. Quick to estimate the advantages of the graded as contrasted with the concrete system of instruction, the medical faculty of the University of Syracuse judiciously adopted the Harvard plan, and resolved to teach its pupils in such a measured and deliberate way as to insure to them a more exact comprehension of the successive stages of preparation necessary for a thorough knowledge of the science and art of medicine. The legal period of pupilage remains the same under the new as under the old plan, if we regard three years as including the prescribed term of study. In one aspect of the question it is proper to demand of a student testimonials covering such a period of time. In another it seems to be unnecessary to set a specific term of study, irregular and discursive in character, and culminating in two courses of lectures, perhaps at different schools, over against a consistently prepared system of instruction in one college, which advances the pupil from the common to the higher grades of learning, and insists that his success shall depend upon proficiency in examination, as the several stages in the scheme are accomplished. Making fitness, certified by careful examination, the sole test of merit, I would be so generous in approving the University method, as to permit a student to enter the second year in the medical course. I know no reason why he should be hampered by the requirements of a course covering three full terms of college attendance, if he is capable of passing an examination at once in the higher range of prescribed study. It is well, however, to keep within the limits of lawful obligation, which impose upon the medical student, in a general way, three years of study. The University system, with true parental care, has discreetly named the conditions of study, and provided for the

increasing necessities of the pupil, thus showing solicitude, far beyond the interest of the State, in his behalf. If the State with us, as in some countries, exercised supervision of its charge through all the departments of education, from the primary form, at six years, on to the acquisition of a profession, no necessity would arise for any modification of the practice. In a compact of free States, however, methods of education differ, in respect to qualification and opportunity. An impression has prevailed that in the professions a superficial education only is required in a new and growing country. We appear to be constantly making apology for the errors of recent nationality. The qualifications of a young physician on the outer border of civilization have been regarded as in keeping with the rude manners and customs of the inhabitants by whom his services may be demanded, while the more polished society of the older States calls for a nicer degree of etiquette and a better standard of intellectual cultivation. Following this idea a step further, the cities more than the villages, and the great commercial centers more than all, have monopolized the best medical talent, by giving it larger employment and more liberal compensation. A sentiment once had currency that if a professional man possessed profound knowledge of his vocation, he would be known and appreciated in a large city or over a wide area. If he knew less of his profession, he naturally gravitated to a smaller town, and less still, to a country precinct. This was true in part only, in a former period, and semblance of the truth remains to this time, public opinion, though not with much discernment, giving force and effect to the impression. If under an erroneous form of education, which has no defenders among thoughtful men, such discrimination were possible between members of the same profession, other things being equal, it will be rendered inoperative, or reduced to the minimum of invidious contrast, by the more general adoption of the system of instruction, under the operations of which you have been admitted to the privileges of your calling in medicine.

Certain men in the profession, who have long been impatient under the inanity of the old and still prevalent methods of teaching medicine in the schools, rejoice to see this day. Reform in education, as all my hearers, particularly those whose office it is to teach, will admit, is slow and difficult of accomplishment. The conservatism of instructors is proverbial, and the way of the fathers is nearly always the way of the children in matters pertaining to class teach-

ing. In some departments of education the most pronounced conservatism constitutes the highest merit in the system of teaching. But in the study of the countless forces which govern the organic and inorganic elements which constitute the framework of medicine, adherence to the conservative as placed against the progressive fashion of treatment, is like sleeping through the progress of stirring and memorable events. The age is so busy and exacting, invention so prompt and suggestive, and discovery so searching and exhaustive, that in the domain of medicine, more perhaps than in any other region of enquiry, the spirit of investigation which actuates the advanced nations of the earth, is operating with unceasing energy. If two courses of lectures, given oftentimes without method to junior and advanced students alike, proved sufficient, with three years of study, to qualify for a diploma, under the old plan, how much more rational, in view of the expansiveness of medical knowledge, as at present understood, to extend the lecture course to three terms, to grade it in accordance with the actual progress of the student, and at the same time to advance the standard of qualification. This is what your instructors have done, and we cannot sufficiently praise them for thus demonstrating a more consistent and perfected system than that under which they, in common with the majority of American physicians, were commissioned to practice.

That this plan will become general in the United States, no observing man can doubt. The University of Pennsylvania, the oldest medical school in this country, has just closed its first term under the graded system of instruction, with augmented numbers in attendance. I have no hesitation in declaring that as soon as the medical colleges throughout the country become fully convinced that patronage will not be lessened on account of the modified system of instruction, the old methods of teaching will be abandoned. The sentiment of physicians and medical instructors in the United States is increasingly in favor of an altered plan of study and lecture attendance, which shall gradually or immediately take the place of that which has been pursued since medicine began first to be taught publicly in the city of Philadelphia. The old plan, burdensome, indiscriminating and illogical, has yielded to the world, it must be conceded, physicians of the greatest skill and knowledge in the departments they have advanced and illuminated. The average attainments of physicians, as their education has been conducted, has conformed to a standard indicated by medical colleges, and accepted as sufficient

by the public, but not as high as the colleges or the public should have adopted or demanded. Men who have attained conspicuous position in the profession, have achieved such distinction not because of the manner of their education, but in spite of it. Conscious of the faults of the system under which they were trained, by additional special and prolonged study, by the aid of methods not employed in colleges, by the exercise of intense mental and physical force, including instrumentalities afforded by foreign institutions, preparation has been made, by a privileged class, for a more elaborate understanding of medical science, and its successful application in the multifarious duties of the practicing physician.

What the people require, if not what they demand, is fewer and better educated physicians. One excellent result will be accomplished by the plan under consideration, which we shall all regard with favor. The systematic division of study and the gradual acquirement of knowledge, by prolonging the course of instruction in schools, will properly exclude from the profession many young men who seek, by an expeditious process, to obtain authority to practice medicine.

Whatever of significant and undeniable criticism applies to the profession of medicine in the abstract, is based upon the hasty and imperfect methods by which the early and later study is pursued. This fault of inadequate preparation and imperfect standards does not apply to any particular portion, geographically, of our vast domain. Hurried education is a national peculiarity, as pernicious as it is common and unrebuked. In the second century of our independent existence as a free people, an obligation rests upon us to correct this and other defects, which have grown out of our unparalleled increase in population and material resources, and the amazing independence and conceit of the American people. The self-confidence of the native-born citizen is characteristic and proverbial. His activity in mental processes, and his physical energy, are alike conspicuous, and not the least of his offensive exhibitions, is the effrontery with which, after insufficient preparation, he parades his ability to do well, professional or other skilled labor, which only time and careful study can qualify him to perform.

I recall something of the awe which took possession of me, and which nearly turned me aside from the ardor of my purpose, when as a comparative youth, I sat for the first time in 1845, under the teaching of the learned men who composed the faculty of the

Albany Medical College, all of whom, with one exception, have been removed by death. Perplexed as I had felt in view of acquiring sufficient familiarity with medical science to be entitled to a diploma, my fears grew into startling reality as the several professors proceeded to unfold before their classes the circumstantial plan of the lecture course, including the rudiments of teaching, as well as the ultimate truths attained by modern investigation. As a beginner of the study, with only crude information from text books, I sat beside the student who expected at the close of the term of sixteen weeks to be entitled to his diploma, and received the same measure of instruction which the wisdom of the faculty regarded as applicable in the case of my associate. I was fed with the same strong intellectual food administered to the advanced pupils who crowded around the promiscuous tables presided over by the dignified professors, and stranger still, I was supposed to be able, by an easy and natural process, mentally to digest it. Teacher and pupil gave, received and accepted this kind of instruction, which they jointly esteemed as sufficient, time-honored and practicable. I struggled, or to speak with more correctness, staggered on through the operation, and survived it, though I am compelled to admit that I become surfeited and somewhat stunted in the procedure, which extended over a period of four lecture terms. I never entertained a thought, until after the lapse of years, that the process in education to which I had submitted, was illogical and impracticable, and not worthy of respect, even though it had been the custom and bore the sanction of the fathers in medicine. My convictions have acquired strength as my opportunities for observation have increased, and I repeat, emphatically, the declaration with which I opened my remarks, that the bold and radical stand taken by the faculty of this college in grading the course of medical instruction, is evidence of reform, which will finally be accepted as the true basis and standard of teaching in all the schools of the country.

I am reminded in this connection of the intense interest which discriminating alienists have recently taken in the early and late effects of mental strain beyond the limits of the juvenile framework to bear. The testimony of the most astute reasoners and teachers in the departments of psychological enquiry, is steadily increasing our knowledge in respect to the dangers of undue cerebral activity, incurred at the expense of general physical impairment. As your

opportunities for observation increase, you will be made familiar with illustrations in support of this declaration. The enervated girl in the grammar-school department of instruction, whose average of acquirements runs higher, while her standard of physical growth and perfection as steadily declines, affords a common example of the pernicious influence of forced intellectual cultivation. I doubt not you have had your drooping energies as school children spurred into activity by an enthusiastic teacher, to emulate the quickness and brilliancy of a favorite pupil, whose minimum of success far exceeded the best efforts of his less morbid but more naturally balanced companions. By comparison with such an abnormal youth, you have been shamed into utter self-abasement, and have lamented the exceeding dullness of your mental powers, as if they were permitted only a feeble gleam of illumination, while to the gifted child seemed to be vouchsafed a radiance of light and promise. But recall the end of the precocious boy, and you will remember it as one of blasted hopes and designs and unfulfilled expectations. The great tension exercised upon the mental faculties at last and naturally relax, and because of lack of control and direction, the outgrowth of gradual development, founded upon and associated with physical conformity, the purposes of the individual become weak, vacillating and disconnected. Professional pursuits, the outcome of unceasing training commenced in childhood, and continued through a collegiate and special preparatory course, intensified by competitive examinations, are rendered in some instances wholly inoperative in consequence of the mental enfeeblement which attends the consummation of the process. As Dr. Clifford Allbut has forcibly expressed his convictions on this subject, in the first number of the "Brain," just issued, "How many of us know that quiet friend, unnoted by the many and unfelt by the world; whose powers of assimilating knowledge are great, whose intellect is capacious, and whose accomplishments are manifold, but whose nerve currents are of low and inconstant tension! He finishes no work, he fathoms no research, and he dies leaving but the memory of great powers wasted."

It is a pardonable conceit which medical and other graduates acquire, that, clothed with authority, they possess peculiar aptitude for the discharge of the duties which appertain to their vocation. The theories in medicine are so fascinating, the written descriptions of disease so accurate, diagnosis so proven and established, and the ap-

plication of remedies so natural and opposite, that it appears as if the sick room furnished an enjoyable opportunity for the display of skill and knowledge, and of the higher privileges which indicate love to man. This illusion, my friends, will prove of longer or shorter duration, as you slowly or more rapidly find your way into practice. Eventually it will entirely disappear. You are provided at this stage of your training with powers of observation, cultivated to a certain extent, under judicious teaching, which will need to be elaborated, as time and occasion give opportunity for their exercise. As you have profited much or little by the advantages at your disposal in the college course, you will find your road easily or more slowly and by pains-taking methods, to an elucidation of the principles of medical sciences, as applied to bed-side experience. Medicine, regarded as a whole, embraces scientific and practical studies, considerations and results. Scientific medicine includes an understanding of the causes that relate to the accession and continuance of disease, the progress of recovery and the application of remedies. The use of remedies implies something more than the employment of therapeutical agents. It comprehends disease as influenced by age, sex, color, occupation, inheritance and the thousand immediate surroundings of the patient. Scientific medicine reaches back to ultimate causes in the production of disease, and forward to the innumerable agencies which tend toward recovery. It appreciates the laws which govern the maintenance of health and the results which proceed from their violation. The ends by which the penalty of their infraction are counteracted, in countless detail, appertain to the department of practical medicine. Scientific and practical medicine are so nearly allied, that they accompany the physician hand in hand in his every day employment. One cannot be separated from the other without disturbing the harmony which preserves the fair proportions of medical science. Such disavowment is like the forcible removal from the body of a limb, by which the beauty of the image of the maker is forever destroyed. And yet, however humiliating the confession may prove to be, the fact is undisputed, that some among the members of the profession to which you have this day been admitted, are practitioners of practical medicine merely, to the neglect, from first to last, of the cultivation of the higher and progressive ranges of scientific inquiry. Such men are perfunctory dispensers of therapeutical agents. They walk in the shadow of others, and though they may and do acquire the confidence of

people to whom they render service in the capacity of family physician, they are limited in resources, have no originality, and are confined within the narrow circle of personal experience. It may be said of them also, that ceasing to be students on entering practice, their experience is founded upon insufficient and erroneous knowledge, which uniformly deteriorates for want of cultivation. They read no books, subscribe for no journals, avoid the society of physicians, and frequently decline to be associated with their colleagues in medical organizations. In some instances, on the contrary, they are diligent attendants at medical meetings, although contributing no papers and taking little part in discussions, and maintain a certain questionable standing with the brotherhood, and acquire information by association with representative members of the profession. A physician of much local reputation, whom I had often met in consultation, and to whom I suggested, in a case of serious disease, a specific plan of treatment, based upon the researches of distinguished observers, which had obtained wide publicity in the journals, disclaimed all information on the subject. To my inquiry, "Have you not seen this matter a good deal discussed of late in the prints?" replied "No, the fact is I am not now taking any medical journal!" I dare say that had been the fact for years, as the bookshelves in his neglected office, aside from his frank confession, emptily testified. I venture to relate another item of experience, to show, in part, that the aspersion cast upon the profession, to which I have alluded, that physicians of inferior quality naturally gravitate to obscure places, is without foundation in truth. A physician for forty years had pursued his peaceful labors in a small country village. His practice carried him night and day, and always willingly, over a wide extent of rough country. His patrons were chiefly poor and illiterate people, and his reward consisted principally in relieving their sufferings, as he received little or no compensation for his services. His heart was amplified and satisfied by the consciousness of doing good, and his intellectual powers were of a rare and perfectly consistent order. Mingling with people of inferior character, he never acquired their habits of speech or deportment, but maintained his natural dignity and simplicity of manner and conversation. He condescended to persons of low estate with such ease and naturalness as to create no feeling of jealousy, and went in and out among them with cheerfulness and alacrity, as if filled with the high purpose he was commissioned to

accomplish. With small leisure and no worldly resources, he studied the classics and communed with the sages and philosophers of Greece and Rome. He made himself familiar with modern languages, with history, science, biography and poetry, and kept steady pace with the progress made in his own profession. He organized a church, became one of its officers and chief patrons, though a poor man, and often officiated in the sacred desk as a lay reader. He interested himself in schools, served in the capacity of trustee, and regarded the pupils and their interests with all the tenderness of a parent devoted to the welfare of his children. He was artless and simple-minded, yet comprehensive in thought, and when quickened and opposed in argument, his strength and subtlety of logic made him an antagonist with trenchant weapons. His knowledge of scientific medicine schooled him in diagnostic excellence, and rendered him judicious and reliable in dispensing remedies. His success in all the functions which devolve upon a country practitioner was such as would have brought fame to a pretentious or ambitious man. To him it brought only modest contentment, and as one year followed another, the same ceaseless round of duties. He was singularly adapted to his position; as the poet Cowper has expressed the sentiment:—

“Some must be great. Great offices will have
Great talents. And God gives to every man
The virtue, temper, understanding, taste,
That lifts him into life, and lets him fall
Just in the niche he was ordained to fill.”

My friend was occasionally absent-minded, as the incident I am about to mention will show. It also shows his manner of acquiring knowledge under difficulties; difficulties they would have been to other men, but not to him, which I offer for your edification. Calling at my office one day, he found me engaged in reading a little work on the cryptogamous origin of fevers. As I related to him the views of the author, he became interested in the subject, and expressed a desire to examine the volume, which was immediately placed in his hands. In a few weeks the doctor returned the book, which had evidently by some mischance, been immersed in water, as the cover was loosened, the leaves matted together and the print defaced. An explanation, he said, was called for concerning the condition of the book, which he was occupied in reading, as he rode in his sulky to visit a patient, and he had not observed that a sudden shower had occurred, until the leaves had

become so wet he could not turn them over. I have preserved the volume as an interesting sketch of a rejected notion of disease, which displays on its pages, in the form of fungus germs, the ingenious theory of the author, besides recalling a characteristic habit of the doctor.

The way lies open before you, my friends, to become true disciples of scientific medicine, or to sink your functions to the inferior plane of routine practitioners. If you make this auspicious occasion the beginning of careful study, and seek diligently and conscientiously to discharge the obligations which will press upon you at every step of your progress, you will acquire habits of observation and penetrating investigation, which will continue and increase as years, responsibilities and honors gather over you. Make books, journals and medical societies efficient instruments to aid you in this great work. Disregarding such agencies, your mental vision will become circumscribed, your usefulness restricted, and the esteem of your patrons and of the people generally will sensibly decline. Popular sentiment, often faulty, is usually correct in its judgment of medical men. The occupation in which you are to engage will subject you to much of watchfulness and criticism. In a large sense you are to be public men, not private citizens merely, and your speech and acts will be weighed and measured with as searching exactitude as if you were being tried by a jury for some offense against the peace of the Commonwealth. Before this tribunal of popular opinion you will be approved or condemned. Whether you sustain yourselves or fail to win favor, responsibility for the result lies entirely with you. The study of your cases, even those of a common and trivial character, should constitute a portion of your daily employment. There is no display of morbid phenomena, however common-place, which is not worthy of observation, and if you evince familiarity with subjects of minor importance, you will readily and naturally acquire information concerning those of greater magnitude. One idea above all others needs to be impressed upon you at this time, and that is to make the study, the *hard study* of medicine the chief object of your lives, be they long or short. The years of pupillage constitute a period of preparation for the never-ending engagements of scientific investigation. All that you have thus far accomplished as students makes you worthy of license, simply of license, to continue a course of practical study, which shall terminate only with age and mental

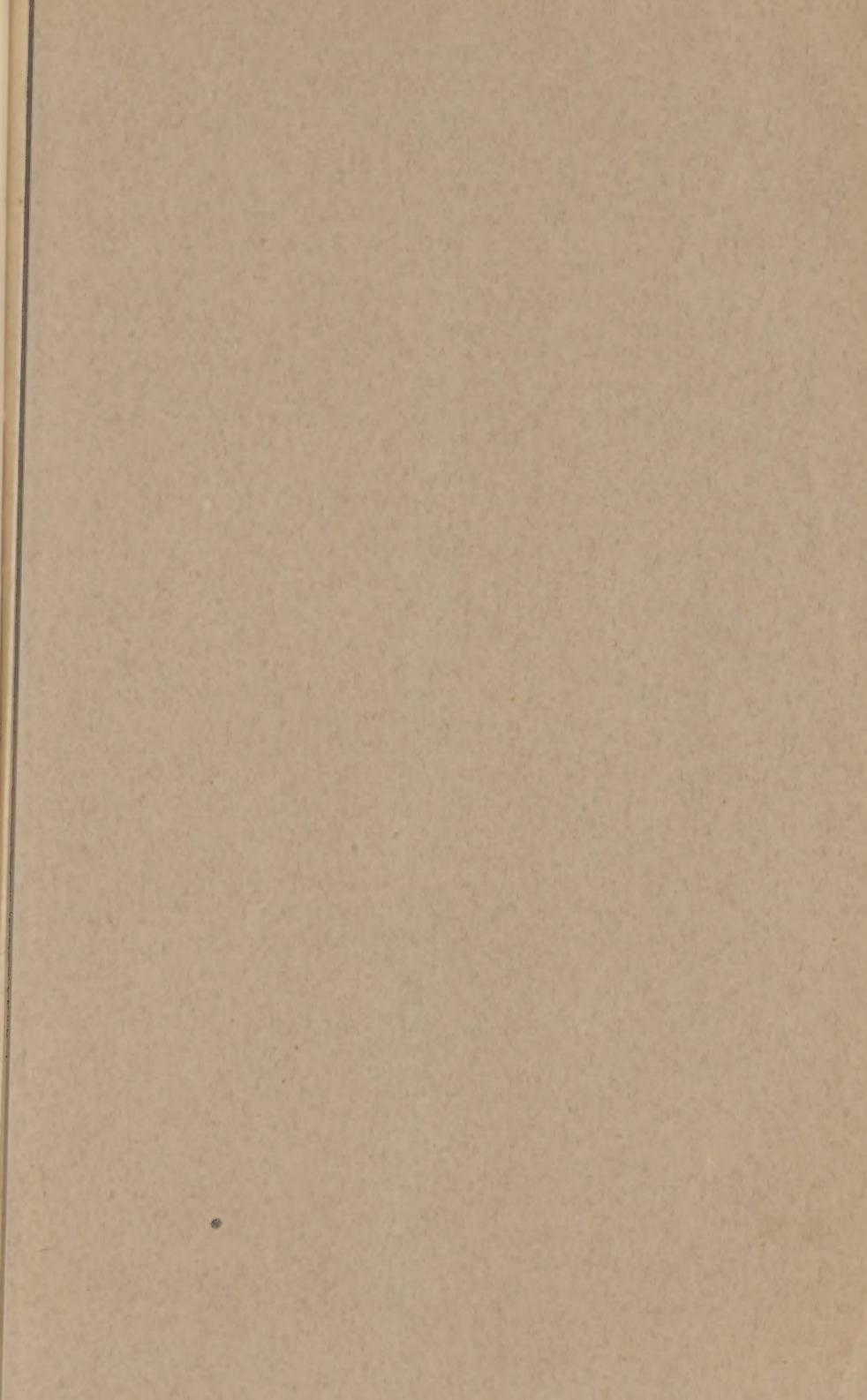
infirmity, or with final rest from labor. Bear in mind the words of Sidney Smith: "It is no more possible for an idle man to keep together a stock of knowledge than it is possible to keep together a stock of ice exposed to the meridian. Every day destroys a fact, a relation, or an influence, and the only method of preserving the bulk and value of the pile is by occasionally adding to it."

Temptation is afforded to relax into habits of indifference in respect to the higher demands of professional life, if an individual is disposed to murmur because of the tardiness of his advancement. It is evidently easy for some to abandon the study of medicine, though in the way of promotion, and endowed with talents which give encouragement of intellectual superiority and professional success. Love of study is natural or acquired. If natural it may decline for want of stimulation, while on the contrary, when acquired by diligence and the exercise of indomitable will, it may be encouraged to produce the most gratifying results. As I have shown, without affiliating intercourse, the higher ranges of investigation may be reached and mastered, in the midst of engrossing professional employment. If I should search for an illustration of knowledge acquired under the most adverse circumstances of daily toil, harsh and unsympathetic treatment, the absence of methods and facilities in the form of preparatory education, including text books and manuals, and absolute isolation from congenial society, I would point to Thomas Edward, the Scotch naturalist, the events of whose life have been felicitously portrayed by the hand of Samuel Smiles. A God-given genius was bestowed upon Edward, which poverty, a scantily rewarded occupation, and lack of educational advantages, failed to repress. Notwithstanding these and other obstacles, and without ambition, as the word is commonly used, by sheer power of will, which never for an instant flagged, Edward was raised to commanding distinction among the scientific men of Great Britain, and in the evening of his days receives the homage of learned men throughout the world, and the favor and bounty of his Sovereign. If at any time you languish and become despondent over unrequited study and preparation, in the profession of your choice, as you wait for recognition and employment, read the life of Thomas Edward, and instead of growing weary and faint by the way, you will catch inspiration from the example of that wonderful man, and press on to the realization of the hopes and purposes which are this day forshadowed in your career.

Remember, as the cares of practice increase, that the busy men in our profession, whose days and nights are spent in the discharge of duty, are those chiefly, whose contributions to science are the most constant, as well as the most valuable. The man of comparative leisure is an indolent, as he is a procrastinating man. Professional activity suggests investigation and research, and unintermitting labor is favorable to the development of the higher functions of the intellectual being. Remember, also, that your fealty is first to your profession, as long as you remain active workers in it, and be not distracted by the allurements and the emptiness of social life and political ambition. The first, if it draws you from professional interests, leads to leanness of mind, and the last to moral dearth and decay. A gulf as wide as that which separated Lazarus from Dives lies between the true physician and office-seeker and the office-maker. The caucus is as incompatible with professional propriety as poolselling, and not a particle more scrupulous. A political physician should be held in such low esteem that he can find no fraternization with his colleagues of more elevated ethical appreciation of duty.

Finally, my friends, keep yourselves in the lines of good citizenship. Let your example be worthy of imitation before men. Fear God; honor the constituted authorities. So deport yourselves in the profession that no attractions, no abatement of force or influence because of the fascination of extraneous occupation, shall divert you from the pursuit which this day so invitingly opens before you. Thus you will reap the reward which proceeds from self-denying devotion to the exacting duties of legitimate medicine, and that higher commendation which will be awarded you for having served the Master, through humble service rendered his suffering children.





COLLEGE OF MEDICINE OF SYRACUSE UNIVERSITY

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JOHN TOWLER, M. D., Professor of Chemistry and Toxicology.

FREDERICK HYDE, M. D., Professor of Principles and Practice of Surgery.

HENRY D. DIDAMA, M. D., Principles and Practice of Medicine and Clinical Medicine.

NELSON NIVISON, M. D., Professor of Physiology, Pathology and Hygiene.

JOHN VAN DUYN, M. D., Professor of General, Special and Surgical Anatomy.

CHARLES E. RIDER, M. D., Professor of Ophthalmology and Otology.

HARVEY B. WILBUR, M. D., Lecturer on Insanity.

WILFRED W. PORTER, M. D., Professor of Obstetrics and Diseases of Women.

WILLIAM T. PLANT, M. D., Professor of Clinical and Forensic Medicine, and Diseases of Children.

ROGER W. PEASE, M. D., Professor of Operative and Clinical Surgery.

ALFRED MERCER, M. D., Professor of Minor and Clinical Surgery.

J. OTIS BURT, M. D., Professor of Materia Medica and Therapeutics.

WM. MANLIUS SMITH, M. D., Professor of Medical Chemistry and Botany.

J. W. KNAPP, M. D.,
Demonstrator of Anatomy.

DAVID M. TOTMAN, M. D.,
Instructor in Physiology.

BRACE W. LOOMIS, M. D.,
Instructor in Histology.

J. G. JUSTIN, M. D.,
Instructor in Chemistry.

G. R. METCALF, M. D.,
Instructor in Materia Medica.

Experience having shown it to be impossible to present even the essentials of medicine in a series of lectures extending through four or five months, the course in this school has been graded and extended.

The College Year begins on the first Thursday in October, and ends on the second Thursday in June. It is divided into two terms, nearly equal in length. There is a vacation of two weeks between the terms.

The studies are divided into those of the first, the second and the third years.

1st Year Studies—Anatomy; Physiology; General Chemistry; Histology and Botany.

2d Year Studies—Continuation of Anatomy and Physiology; Medical Chemistry; Materia Medica; Practice; Surgery; Clinical Medicine and Surgery.

3d Year Studies—Materia Medica; Practice; Surgery; Clinical Medicine and Surgery; Obstetrics; Diseases of Children; Forensic Medicine; Gynecology and Ophthalmology.

Students of the first year are taught the use of the Microscope and practical Histology, and receive a thorough course in Analytical Chemistry.

To students of the second and third years, all necessary facilities for clinical instruction are afforded by two good hospitals and the *College Dispensary*.

This school makes no distinction as to sex. Women and men receive precisely the same instruction. The system of co-education has been pursued since the school was organized with results that fully warrant its continuance.

Examinations are frequent and thorough. Students who join the school for the regular course are examined as to their qualifications for the study of medicine, unless they present evidence of scholarship from some creditable source. At the end of the second year, final examinations are given in Anatomy, Physiology and Chemistry.

Students at home or in an office who may desire to join our second year, will come prepared for examination on the bones and muscles in Anatomy; on nutrition, in Dalton's Physiology; and on the inorganic part of Atfield's Chemistry.

Students who do not intend to become candidates for the degree, may be received at any time and make their own choice of studies.

Requirements for Graduation.—Twenty-one years of age; good character; three full years of medical study; one continuous year at this school, and *satisfactory examinations*. Thesis not required.

FEES AND EXPENSES.

For Matriculation..... \$ 5 00
Tuition for the Year100 00
For either Term alone.... 65 00

For Graduation.....\$25 00
Demonstrator's Fee..... 5 00

The fee for the third year to students who have fully paid for the first and second years will be \$50.00.

Students in the Chemical Laboratory will be charged \$5.00 per Term for Laboratory expenses.

Students not in the regular course, receiving instruction in one or two branches, are charged, after matriculation, \$18.00 per Term for a single study.

Board may be obtained for \$3.50 and upwards.

For other information, address the Registrar,

WM. T. PLANT, M. D., Syracuse, N. Y.